THE B. Y. A. STUDENT.

"SELF EFFORT EDUCATES."

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GEORGE H. BRIMHALL.

In Salt Lake City, Utah, December 9th, 1852, was born the subject of this sketch. Among his earliest recollections are those of being taught to read and spell by his mother. A love of school seems to have been hereditary with him as the following incidents will show: When an urchin of seven years, he was sent to drive the cows off, and on his way home met with a school boy under whose guidance he found and entered the school house, a log cabin on Ogden bench. Hence, cows, every thing but school, (to him a new world), was entirely forgotten, until found by his parents who had been in search of him for hours.

At an early age the Book of Mormon was his principal test book, and while at the fire side he acquired the art of reading from its pages, he became so influenced with the spirit of the work that it has influenced his whole subsequent career. In 1871, his educational aspirations were given a new impetus by attendance at the Timpanogos University, Provo.

In 1872, a number of young men, prominent among whom was G. H. Brimhall, erected and furnished a school house in Spanish Fork, and he was called from his studies in Provo by the earnest solicitations of his associates, to teach in this building where he continued to labor among his educational peers for several winters.

He was elected President of the first Mutual Improvement Association in his ward, held the office of President of the Elder's Quorum and Superintendent of the Sunday School there, when he was called to labor as a Stake officer in the Sunday School and M. I. A. work in which he is now engaged.

He attended the B. Y. Academy when the entire enrollment was less than that of the present Normal Department, and he is an appreciative holder of a diploma from that institution.

In 1883, while he was principal of the public schools at Spanish Fork, he was elected County Superintendent of District Schools for Utah County; he was re-elected in 1885; and engaged to take the special supervision of, and teach in the District Schools of Provo, where he now labors as principal of the Central School. This school, under his principalship, has now an envious reputation, and it is known as a model school, even beyond the borders of Utah County.

Teachers should surround themselves with an imaginary circle, inside of which no familiarity on the part of the pupils should encroach. With a primary teacher the radius of this circle should be less, so as not to be formal with the little ones.

POETRY.

Poetry is an art that has every charm to attract and every motive to please. There is not a beauty detailed by mortal, divinity, history, philosophy, or nature, which poetry does not possess.

It sips the broad field of information just as the industrious bee "sips the nectar from each varying bloom." Poetry sprinkles with celestial moisture, strews with flowers the more rugged path of learning, facilitates the progress of the inquirer in ascending the hill of science, and refines taste for the beautiful and sublime. Poetry gives humor to gravity, lustre to wit, vivacity to wisdom, beauty to genius, majesty to expression, life to conversation, and harmony to the soul.

It weaves a garland for kings, a wreath for conquerors, a laurel for heroes, and exhaults the peasant and his rural home. It wraps the attentive soul in tuneful melody, and loosens the trembling tongue to sing His praise:

"Who gives the tongue to speak
The thoughts to soar,
The soul to be?"

A. C. L.

SCIENTIFIC NOTES.

The class in Physiology has considered poisons and their antedotes, with practical experiments, and are now delving into the nervous system.

In Physics, Mechanical energy and difusion of heat are being discussed. If one ton of common coal be consumed in one minute there would be energy liberated equal to 16,000,000 foot pounds or 484.7 horse power.

TO TEACH IDEAS OF WEIGHT.

Aim first to develop the ideas of lighter and heavier.

Have balls and cubes of the same material but of different sizes. Let the pupils compare these and thus learn that the larger the object the heavier it is.

In like manner compare balls and cubes of different materials. (1) of same size, (2) of different sizes. They will thus learn that weight does not depend upon size. The teacher will then harmonize these two conclusions by explaining the difference of materials.

Have objects of irregular form and of different materials and let the pupils compare them.

SECOND LESSON.

In this lesson teach the elements of specific gravity. Have a half dozen beakers or glass tumblers partially filled with water. Place in the water objects both lighter and heavier than water—rock, iron, cork, wood, etc., and explain why some float and others sink.

THIRD LESSON, WEIGHING OBJECTS.

Have a pair of balances or a set of scales. Show the pupil some object that weighs just an ounce. Let them heft this and other objects of about the same weight. Weigh a pound object and let the pupils lift it.

Have the pupils approximate the weight of different objects, then weigh the object and correct the error.

Explain the theory and mechanism of the scales or balances.

HUM OF THE COURT.

On Thursday three damsels were arraigned before Justice John, charged with an attempt to rob the B. Y. A. College Bank. Only the witnesses against the fair "not guilties" were examined. Little being asked, and much answered by the witnesses brought the prosecution to grief. The interest in court proceedings is very marked. The jury were charged with partiality. The defense, with more than righteous influence upon the judge.

B. F. Luke was arrested by the marshal of Academy city for disturbing the peace in the Normal Department last Friday. He plead guilty, paid a fine, and was discharged.

The trial of Mr. Bachman was dismissed Monday, also Philo Farnsworth's.

Friday evening Mr. Thomas John, accused of assault and battery on Thomas Jones, escaped during the trial and marshalls are on his track in hot pursuit.

PERSONALS.

Bro. Orin Snow, one of the Commercial students, has been called on a mission to the Southern States.

Prof. Keeler could not come to school Friday morning—he was detained at home by a visitor.—A baby girl.

Our editor, W. M. McKendrick, taking advantage of the holiday Monday, went home on a short visit.

Prof. Cluff expects to make final arrangements in regard to the Pedagogy course while in the City this time.

Prof. Josiah E. Hickman, of the Millard Stake Academy, expects to lay aside the teacher's robes and assume the student's gown for two or three years.

We learn with regret that Prof. Alma Greenwood, of the Sanpete Stake Academy will discontinue his school labor at the close of his present engagement.

Prof. J. M. Tanner, of the B. Y. College, will go East next year for the purpose of pursuing his studies in Harvard, or some other leading university of the United States.

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RECOMMENDATION.

PROVO CITY, January 22, 1891.

It gives me pleasure that I can comply with the solicitation of the manager of the "B. Y. A. STUDENT," and endorse this literary enterprise as a means of friendly communication between the students of our educational institutions, and as such recommend it to their kind consideration and support.

DR. KARL G. MAESER,
Gen. Supt.

INSTEAD of abating, the demand for teachers increases. Several principals of Stake Academies have expressed their intention of ceasing their labors as teachers at the close of the year, some to engage in other pursuits, others to continue their studies. If these brethren do quit the teacher's chair, others must take their places, and the perplexing question is: Where will these others be found?

The spirit of education is spreading among the people. "The schoolmaster is abroad," and the schools now established will be so well attended next year that more teachers will be needed, besides the needs of new schools likely to be established. Where are all of these teachers coming from?

We have before urged upon the talented young men and ladies of Utah the excellent opening in the teacher's profession, and in the light of the above facts, we urge again. We know that only those who are by nature gifted will make good teachers, but there are hundreds of young people possessing this gift uncultivated. Neither can any one plead the lack of school facilities for preparation, for in this academy as well as in other colleges in Utah, are instructions given equal to those of many schools in the East, and a little exertion, a little will power and force on the part of the young, will effectually open the way for attendance. Let the young people but be filled with a strong desire to prepare themselves for one of the noblest of professions—the teachers—and our Normal department will hardly be able to hold all who will apply for admission, and in a few years the intellectual standard of our teachers will be raised.

As the general conference comes around, we find many of our young men set apart for missions to the nations of the earth. Two of our number will go, this conference, to swell the ranks of those now laboring in that capacity. This is only another warning to the young men of Zion, to prepare and qualify themselves for this important calling. The next call that is made may take some more from our midst, and as none are exempt from these calls, it behooves all, especially those attending this institution to improve the opportunities and privileges that are so favorably afforded them in this Academy.

How often do we hear from young missionaries the expression. "I wish I had improved the opportunities while at home," etc. If we wish to avoid the same feelings that prompted this expression, we must take active part in all our theological exercises.

Now that bids are being received for the construction of the New Building, the STUDENT invites the several newspapers of Provo, and all interested individuals to express their opinion through the columns of our paper as to how soon the New Building will be ready to admit of school purposes.

Moral courage is as far above physical courage, as liberty is above slavery. It takes moral courage to keep your word of honor, and it takes moral courage to overcome human weaknesses. While he who makes promises only to tear them asunder, and who gets drunk because it is his last day of school, is an abject slave, he is not free.

At the Normal meeting Thursday evening the following officers were chosen: R. R. Lyman, President. Miss Nettie Powelson, Secretary. A. C. Lund, Historian. E. S. Hinkley, Orator. A program Committee of five was chosen, consisting of W. M. McKendrick, Geo. Cluff, Mary Lyman, E. G. Gowans, and Hannah Clark.

Thursday brought a smile of grief upon the countenances of the merchants as the Emporium shipped a wheel-barrow load of Mdse. from Prof. Keeler's office which was sold at 5 per cent discount.

English Literature is very interesting. Members of the class are now reading Shakespeare. The lives of the great authors are first studied, after which some of their best productions are read.

Thursday afternoon of commencement week has kindly been given to the Normals, who will prepare a suitable and attractive program to present to their fellow students and friends.

A very exciting debate was given by Rhetoric B.—Subject: "Should Capital Punishment be Abolished." The judge was unable to tell which side was victorious.

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NORMAL ITEMS.

[O. W. Andelin.]

The object of discipline is to teach self-control.

The teacher must himself practice what he wishes his pupils to do.

Some of the Seniors were a little the "worse for wear" in the unexpected quiz last week.

You can judge a teacher pretty justly by the time he consumes in enforcing obedience.

What called forth Prof. Cluff's incidental instructions to the Juniors a week ago yesterday?

The best teachers seldom speak of order. They maintain order by the very magnetism of their presenee.

Students insensibly partake of the spirit of the teacher, hence he should be conscientious and exemplary.

Last evening the Seniors had a special session to make up for Prof. Cluff's absence in Salt Lake during conference.

Before we can command, we must learn to obey strictly; and unless we ourselves rigidly observe rules, we cannot long keep the students obedient.

The course in Senior Theory was completed last night, and the reading of *Emile* commences to-day, the books having arrived last Friday.

Last Wednesday quite a number of students came in to hear the Juniors give object lessons. The young teachers were quite frightened, but they will no doubt overcome this by practice.

A meeting of the Normals was held last Thursday, to organize for "Normal Day," which will be celebrated on the last Thursday afternoon of school. This is something new. Officers were elected and committees appointed. The Normals will perform all the parts and "I want it intellectually high" said Prof. Cluff.

A very thorough course in Theory has been given. After the definition of education, the history, with reference to nations and educators, was considered. The educational ideals of the Hindoos, the Jews, Israelites, Chinese, Egyptians, Nephites, Greeks and the Romans were discussed. Then the education of the Arabs, Italians, Germans, French, Swiss and English was studied at some length, concluding with education in the United States. The principles of nearly 30 great educators were expounded, a few of the educators were the Savior, Moses, Confucius, Lycurgus, Socrates, Plato, Aristotle, Quintilian, Charlemagne, Abelard, Erasmus, Rabelais, Luther, Ratich, Comenius, Fenelon, Rousseau, Pestalozzi, and Froebel. The characteristics of each and the effects their labors have on education were presented to the class in a lucid manner.

The study of systems followed, commencing with the old monasteries and cathedral schools of early times, then tracing the development of the free school systems, down through the circuit, tuition—fee, tutor, and public school systems. It was shown that the Bell and Lancaster system of instruction did more than anything else in bringing about popular instruction.

The school laws of several states were compared and criticised. In connection with the systems of England, Germany, the United States, and other countries, the Church school system was explained.

The merits of many books of reference was spoken of, and also how to use the same.

The relation of education to parents, authorities, teachers, and the state was treated at considerable length, showing how education effects each.

Also the qualifications of teachers, and the qualifications of the child came in for a large share of consideration. The students were shown the value of habit in education, and several laws of habit and of association of ideas were given.

The course dipped into psychology quite extensively while the intellectual qualifications of the child were being discussed, and the relation of psychology to education was explained.

The next subject was the school house, its location, size, equipment, ventilation heating, seating, etc., Plans of a model school house were drawn. After school organization, classification of schools, was taken up, and then the history of Sunday schools was studied. The course finished up with management of schools, school plans and discipline in the school.

Several lectures were printed in the *Enquirer* and the rest on the Mimiograph, thus saving seven weeks of time which would otherwise have been taken up in note-taking.

In the course of an object lesson on a cat, the Normal asked, "Is a cat hard or is it soft?" Answer, "In some places it is soft and in some places it is hard."

The class became convulsed in laughter and the young teacher "collapsed."

The little social that gathers round the stove every forenoon ought to be disbanded.

Object lessons have been conducted by Nettie Powelson and Arthur Dall.

The Juniors are giving object lessons on the Natural sciences.

LOCALS, GENERAL.

Most of the teachers and many of the students went to conference.

Who will be Prof. Tanner's successor as principal of the B. Y. College at Logan?

Rumor has it that the L. D. S. College at Salt Lake city will have a new building for next school year.

Several of our fellow students have been absent on account of sickness. Complaint.—"*Measles & La Grippe.*"

There was no Polysophical Society last Friday night, nor Missionary meeting Sunday morning on account of General Conference.

The singing classes could not recite Friday afternoon; word came shortly before time that Prof. Giles had taken ill very suddenly.

The Commercial Department is still in a flourishing condition.

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